



ST. JOSEPH'S INSTITUTION INTERNATIONAL SCHOOL

**Job Description: Assistant-Principal
(Teaching and Learning and Professional Growth and Development)**

Reporting to: Principal

Management Points: 5

Teaching load: 7 lessons per week

Overall Purpose of this Post:

i) To work with the Vice-Principals to lead all aspects of teaching and Learning, Professional Growth and Continuous Professional Development.

Major Objectives:

All post holders will strive, in all that they do, to uphold and promote the key School values: spirituality; mutual respect; internationalism; leadership; experience; and service.

Teaching and Learning

1. Lead all aspects of teaching and learning across the school
2. Ensure high quality teaching and learning in all grades, and subjects for all students.
3. Evaluate the quality of T&L in all areas

Performance Management

1. Lead the development of an effective and efficient PM process.
2. Implement and monitor the PM process.
3. Evaluate the effectiveness of the PM procedure and suggest areas for improvement.

Continuous Professional Development

1. Develop and implement a school policy for CPD that both reflects and supports the School Improvement Plan.
2. Lead all aspects of CPD, including identifying training needs and opportunities and monitoring costs of all training.
3. Monitor the effectiveness of CPD in the school.

Summary of job tasks:

Strategic leadership

- Lead and secure a collaborative school vision for teaching and learning and excellence in all areas
- Review the SJII Teaching and Learning and Professional Growth Policy biannually
- Develop an annual improvement plan for Teaching and Learning
- Lead the planning and organization of all staff training, inclusive of support staff, induction and transition.

- Lead the SJII Professional Growth system.
- Manage the integrated PM calendar.
- Leading the school's Professional Coaching programme
- Leading the Teaching and Learning Mentors programme
- Leading the Professional Support process
- Leading the INSET programme
- Review the school policy for CPD.
- Actively seek out training opportunities that meet school training priorities.
- Development of an initial management of the Lasalle Training Institute

Curriculum Development

- To lead the development of collaborative approach to planning within and between departments, including peer lesson observations.
- To lead Teaching and Learning initiatives, as required (such as Formative Assessment).
- To ensure that SoW and Departmental Handbooks are in place, and that these documents meet the curriculum objectives and are regularly reviewed and updated.
- Use PM Documentation and feedback to identify CPD foci.
- Support the Vice-Principals in providing a clear direction for the subject-based CPD in the school.
- Identify, develop and promote internal training opportunities (including Sharing Best Practice).
- Arrange CPD opportunities to develop areas of weakness (both internal and external).

People and Relationship Management

- To ensure that all teachers use a variety of teaching styles to develop students as independent learners, as per the school's Teaching and Learning Policy.
- Acknowledging excellence and challenging poor teaching and learning across the school.
- Establish a Professional Growth sub-committee to review the PG process.
- Ensure that all staff are trained/ready to carry out the PG process.
- Support staff to meet subject-based professional targets.
- Manage HoDs and IB Coordinator to identify subject-based CPD (such as training for new exams, standardisation meetings and course-work meetings).
- Allocate support to staff who may need additional support through the T&L mentors and coaches.
- Line Manage identified Faculties

Self-Evaluation

- Monitoring, evaluating and reviewing Teaching and Learning and promoting improvement strategies.
- Contribute to the audit of staff development and training needs.
- Monitor all PG line managers to ensure that all team members are fulfilling expectations.
- Conduct staff and students surveys (360° review of teachers and leaders).
- Collate all PG documentation.
- Evaluate the PG process and suggest modifications, changes and improvements
- Evaluate the effectiveness of school centred and out-of-school CPD and develop a coaching for CPD model.
- Using the SEF and SIP, identify areas of strength and weakness

Resource Management

- Prepare a school CPD budget and monitor closely to ensure effective management of this budget.

Communication

- Produce a PG summary for the Principal at the end of the cycle.
- Active involvement in the Singapore International School's PD Network

Student leadership

- Ensure students are involved in the evaluation teaching and learning through student surveys

This job description serves as an initial outline of the possible expectations. However, it is highly likely that there will be a review of this job description, based on the strengths and experiences of the appointee.

General Duties

- Contributing to the establishing the core values of the leadership team and their practical expression.
- Supporting the Principal in providing a clear direction for the development of the school including contributing to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's improvement plan.
- Taking on specific tasks related to the day-to-day administration and organisation of the school as requested by the Principal.
- Attending SLT meetings as required, and report back to staff when necessary.
- Taking on any additional responsibilities that might, from time to time, be determined.
- Supporting the Principal and staff in the review, implementation, development and monitoring of whole school policies and procedures which promote the school's values, aims and objectives.
- Overseeing relevant aspects of the school organisation and management, including preparing agendas, chairing meetings and producing minutes, in order to ensure that school policies and practices are being delivered.
- Ensuring that all staff have a clear understanding of their roles and responsibilities and to ensure staff share the aims of the school in promoting a high quality of learning in the classroom.
- Supporting the performance management process as required and use the process to develop own personal and professional effectiveness as well as those staff members assigned.
- Assisting in the recruitment and appointment of staff, as requested, and their deployment in the timetable to make most effective use of their skills, expertise and experience. Identifying and engaging in appropriate training opportunities to promote professional effectiveness in this role.
- Leading by example as a teacher and as a manager, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
- Being an excellent example to pupils, staff and parents through their professional presentation and conduct in order to promote pupils' personal development.

- Supporting the Principal in leading the development of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support across the school.
- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Supporting the Principal to build a collaborative learning culture within the school, sustaining effective, positive relationships with all staff, pupils, parents and the local community and to look for ways to actively engage with other schools to build effective learning communities.
- Working collaboratively and managing innovation and change.

Date of production of this document:	02 May 2020	Date for next Review:	December 2021
--------------------------------------	-------------	-----------------------	---------------

This job description may be amended at any time following discussion between the Principal and the member of staff, and will be reviewed annually.

Person Specification – Assistant Principal – Teaching and Learning & Professional Development

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • Qualified teaching certification (Secondary School) • Degree level (or equivalent) qualification 	<ul style="list-style-type: none"> • Further professional leadership qualification 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • At least 5 years teaching experience (Secondary) • Outstanding teaching ability • Contributing to the effective raising of standards • Previous experience in developing or leading professional development • Demonstrable evidence of raising the standards of learning and teaching • Effective management of change • Some experience in identifying and leading professional development (at least at department level) • Effective line management of other staff • Middle/Senior Leadership experience 	<ul style="list-style-type: none"> • Experience of working in a wider context than an individual school • Leading of INSET • Development of innovative learning and teaching • Previous experience of school development planning • Performance management experience in a leadership/management role • Evidence of leading the professional development at a whole school level • Experience of effective staff 'coaching' models 	<ul style="list-style-type: none"> • Application form • Letter • Interview
Professional Development	<ul style="list-style-type: none"> • Evidence of relevant continuous professional development 	<ul style="list-style-type: none"> • Evidence of high level professional development eg MA; NPQH; ILMP etc • Recognition that life-long learning is an essential part of personal development 	<ul style="list-style-type: none"> • Application form • Letter • Interview
Personal qualities, skills and characteristics	<ul style="list-style-type: none"> • Build and maintain effective relationships through effective interpersonal and communication skills. • Inspire, challenge, motivate and empower others • Think creatively to anticipate and solve problems • Be able to innovate • Build on current good practice whilst moving the school forward with vision and vigour • Evidence of effective team leadership and able to 	<ul style="list-style-type: none"> • Understanding of how to effectively manage and resolve conflict. • High degree of emotional literacy. • Solution rather than problem focussed. • Role model best leadership practice 	<ul style="list-style-type: none"> • Letter • Interview

<p>Personal qualities, skills and characteristics (continued)</p>	<p>contribute effectively to a range of teams</p> <ul style="list-style-type: none"> ● Think strategically and contribute to creating a coherent school vision ● Inclusive approach to education ● High expectations of self and others ● Work under pressure, maintaining a sense of perspective ● Commitment, honesty and dedication ● Ability to manage own time effectively ● Reliability and integrity ● Resilience and tenacity 		
<p>Knowledge / special aptitudes</p>	<ul style="list-style-type: none"> ● Knowledge of current educational trends, curriculum developments and educational initiatives ● Clear understanding of the ethos of a holistic Lasallian school ● A commitment to the principles of child centred, inclusive education ● A dedication to high standards ● A belief in working in partnership and as part of an established team ● Proven ability in the development of effective structures and systems ● Ability to think strategically ● Very good literacy skills ● Some experience of school budgeting 	<ul style="list-style-type: none"> ● Previous leadership in developing whole school policies ● A creative approach to learning and teaching ● Previous experience in leading teacher training 	<ul style="list-style-type: none"> ● Letter ● Interview
<p>Other</p>	<ul style="list-style-type: none"> ● Good health and attendance record ● Outstanding references 		<ul style="list-style-type: none"> ● Letter ● Interview ● References